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ABSTRACT

During Fiscal Year 1994, the Ohio Department of Education's Division of Early Childhood Education implemented internal structural changes to improve efficiency and effectiveness. The division prioritized program interests and functional activities including: (1) collaboration; (2) curriculum and professional development; (3) standards and evaluation; (4) fiscal and grants administration; and (5) regional licensing and program development. This annual report details the Division's 1994 program activities, which include public school preschool, Head Start, preschool special education, kindergarten, school-age child care programs, and early identification. This report also details program evaluation activities, special projects, and major accomplishments of the year, including participation in key roles on Ohio Family and Children First Initiative Committees; collaboration with the Ohio Department of Health in co-chairing the Goal 1 section of "Ohio's Fourth Annual Progress Report on Education"; development of interagency agreements; and many other collaborations. Appendices include a Division of Early Childhood directory, a listing of Advisory Committee members, a table of Early Childhood Education (ECE) units and funds, and a table of ECE funds for Head Start. (BGC)

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Division of Early Childhood Education Mission and Goals

We Believe. . .

Education begins with Life. . .

*The role of the Division of Early Childhood Education
is to provide leadership and direction
in the provision of high quality, comprehensive programs
that meet the needs of young children and families. . .*

*The life of each child will be enhanced
through participation in those programs and services
which are based on sound early childhood theory and practice. . .*

Mission Statement
Division of Early Childhood Education
Ohio Department of Education

The mission of the Division of Early Childhood Education reflects the intent of the Ohio Family and Children First Initiative: to meet family and children needs through teamwork and collaboration, and National Educational Goal 1: by the year 2000, all children in America will start school ready and able to learn. Both underscore the importance of the early years as the foundation for later success in school and life.

The Division's mission fits well with the mission of the Ohio Department of Education and with the goals and objectives of Ohio Family and Children First Initiative and Goal 1. Each is committed to enhancing the lives of Ohio's children and their families.

The focus of the Ohio Family & Children First Early Childhood Education Coordination Committee, of which three subcommittees were chaired or co-chaired by the Division of Early Childhood Education, is on "creating a continuum of community-based services that . . .

- recognize the importance of parental choice, and
- meet the needs of children birth through eight and their families

This will be accomplished through enhancing existing partnerships . . . and forging new ones . . . among early childhood care, health intervention and education providers and families."

In order to meet Education Goal 1, Ohio is committed to:

- provide access to high-quality and developmentally appropriate preschool and early intervention and support programs for all of Ohio's children whose families choose it, especially those who are disadvantaged or disabled,
- support parents with the training and help they want to assist them in developing positive interactions with their children,
- increase the number of children receiving the nutrition and health care needed to arrive at school with healthy minds and bodies.

Expanding Opportunities for Success
September 1994



Ohio Department of Education
Division of Early Childhood Education
65 S. Front Street, Room 309
Columbus, OH 43215-4183

The Division of Early Childhood Education's mission starts with the phrase, "Education begins with life...." The life of our division began in 1989, so in effect, we too are in our early childhood years.

In the early years, children's lives are marked by many "firsts"—this is when children typically begin to sit, crawl, climb, and then take that first step. As they experiment with sounds by babbling, children soon express their first words. And only by engaging in various stages of play do children begin to interact, communicate, and enjoy their first friendships.

There is a parallel to the development of a child and the development of this division. We too, are experiencing many "firsts." This report is the first Annual Report of the Division of Early Childhood Education. The report's intent is to communicate our commitment to placing Ohio's young children and their families first by expanding services, promoting quality programs, and collaborating to effect statewide systemic change.

Like the physical growth of children, our growth as a division has been rapid and dramatic. From a handful of staff and initiatives, our division grew to 32 staff in Fiscal Year 94 administering numerous programs for children. Among them, as detailed in this report, were Public School Preschool, Head Start, Preschool Special Education, Early Identification, and School-Age Child Care. Most of these programs expanded to better serve more of Ohio's young children and their families. The Division of Early Childhood Education also supported many special projects to help various agencies and local communities design and deliver comprehensive quality programs.

Preparing this report has given us the opportunity to reflect on our formative years and to highlight our developmental milestones. The joys of a child's early education are not without tears and tumbles, trials and triumphs; this has been our experience too. Just as healthy young minds, souls, and bodies could not develop without these experiences and a supportive, caring environment, neither could this division have developed without a learning process and a sustaining environment.

I want to personally thank those of you committed to early childhood education for providing us with that nurturance.

Jane M. Wiechel, Director
Division of Early Childhood Education



Contents

Introduction	3
FY 94 Program Activities	5
Public School Preschool	6
Head Start	7
Preschool Special Education	8
Kindergarten	9
School-Age Child Care Programs	10
Early Identification	11
FY 94 Program Evaluation Activities	12
FY 94 Special Projects	18
FY 94 Major Accomplishments	26
Division of Early Childhood Directory	28
Advisory Committee Members	29
ECE Units and Funds	34
ECE Funds (Head Start)	36

Realization of the Division's mission requires responding to complex child-family centered goals in ever changing and uncertain external environments. It requires setting priorities integral to and interrelated with all aspects of work. This involves:

- Incorporating a family centered approach in all programs,
- Collaborating with service providing agencies and integrating fragmented services, and
- Expanding and improving programs based on exemplary early childhood education practices.

During Fiscal Year 1994, the Division implemented internal structural changes to improve efficiency and effectiveness in meeting these challenges. The division prioritized both program interests, for which the Division has

legislative responsibility, and the functional activities common to all operations that include:

- Collaboration Activities
- Curriculum and Professional Development
- Standards and Evaluation
- Fiscal and Grants Administration
- Regional Licensing and Program Development

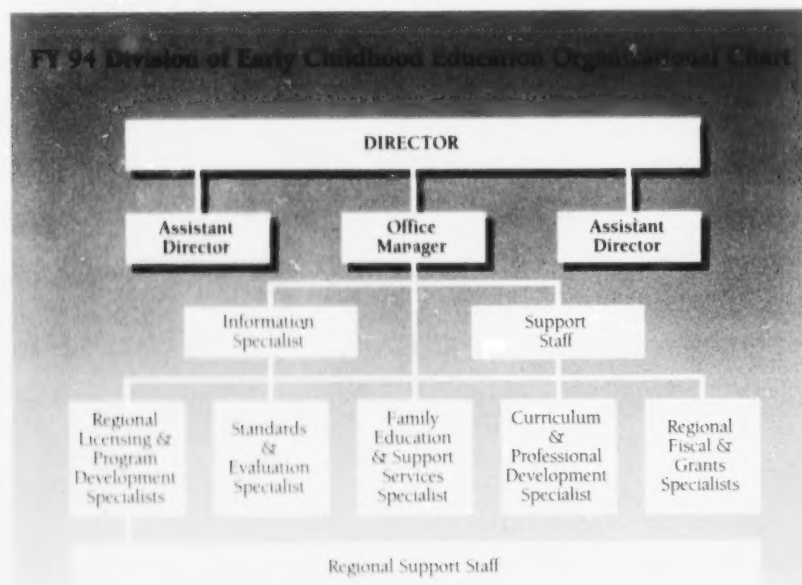
The organizational structure of the Division was designed to support both program and functional activities. The system promoted on-going interactions and reporting relationships among and between Division management, specialists, program point persons and regional consultants. The organizational chart outlines these linkages.

FY 94 Division of Early Childhood Education Organizational Chart

Assignment of specialists to each operational area promoted a unified approach across programs. Specialist roles and responsibilities included linkages within the Department of Education and with state government agencies and committees. Specialists provided technical assistance and support at state, regional and local levels.

The Division has administrative responsibility for six

programs. Each has specified regulatory requirements, standards, fiscal obligations and constituent groups. Staff, with expertise in these programs, were assigned as program point persons. Their role was to provide technical assistance and support in program development, implementation and evaluation activities so that each program reflected the mission of the Division.



State-Federal Programs Funding Sources

FY 94 allocations for Public School Preschool, Head Start, Preschool Special Education, School-Age Child Care, and Early Identification programs totaled \$94,808,034. This included \$82,647,911 in State funds and \$12,160,123 from federal sources.



13% Federal

87% State

A major function of the Division is to serve and license public and chartered non-public early childhood education programs. Nine regional early childhood education consultants oversaw and assisted programs in meeting licensure requirements and supported local efforts to provide quality programs for children and families.

A listing of Division staff members is included in Appendix A; a listing of advisory group members who supported Division operations is included in Appendix B.



early childhood education
"education begins with life"

This Division of Early Childhood Education report is a synopsis of activities and achievements for Fiscal Year 94. Information about ...

Program Activities: Public School Preschool, State Head Start, Preschool Special Education, Kindergarten, School-Age Child Care and Early Identification

Program Evaluation Activities

Special Projects

Major Accomplishments

... is included in this report.



FY 94 Program Activities

In response to various statutory initiatives of the Ohio General Assembly the Division of Early Childhood Education has assumed a number of responsibilities relating to early childhood programs. The Division administers these six programs.

Public School Preschool: This State initiative assists school districts in paying the costs of preschool programs for children whose families are at or near the poverty level. Sliding fee scales are established for families earning over 100% of the federal poverty level. FY 94 funding for Public School Preschool was \$14,700,380.

Head Start: State support for this primarily federally initiative is provided for program improvement and expansion. FY 94 allocation for State Head Start was \$28,533,345. This program is for families earning 100% or less of the federal poverty level.

Preschool Special Education: This federal and state program supported special education and related services for preschool children with disabilities. FY 94 State unit funding for Preschool Special Education was \$37,960,346. Ohio's federal preschool grant award under the Individuals with Disabilities Education Act (IDEA) was \$11,611,044 for FY 94 (federal fiscal year 93).

Kindergarten: Public school kindergartens are available to all Ohio children who are five years of age by September 30. School districts received School Foundation allocations, based on their ADM (Average Daily Membership), to support kindergarten.

School-Age Child Care: State and federal funding for this initiative helps school districts plan, start-up, and expand safe, affordable before and after school child care programs. FY 94 state funding for School-Age Child Care was \$253,840. A Federal Dependent Care grant allocation of \$549,079 with a state match of \$137,308 (25%) also supported School-Age Child Care programs and initiatives.

Early Identification: This state initiative helps school districts develop, improve or expand programs to identify the learning needs of young children. FY 94 funding was \$200,000.

The Division of Early Childhood Education provided support and leadership to assist these programs with regulatory requirements, implement developmentally appropriate practices, develop comprehensive, collaborative service systems, incorporate family-centered approaches and offer appropriate training for staff. Charts, showing distribution of funds for these programs, are included in Appendix C.



Public School Preschool

Increasing Early Education Opportunities for Young Children in Ohio. . .

Authorization for Public School Preschool makes quality early childhood education programs affordable for parents who need assistance in order to provide a preschool experience for their children. Ohio's Public School Preschools offer early childhood education development programs which provide developmentally appropriate practice and comprehensive support services including:

- Education programs designed to meet each child's individual needs,
- Social services to assist families in accessing needed community services,
- Health services that include medical, dental, mental health and nutrition services, and
- Parent involvement to ensure that parents have opportunities to take part in program planning and operation and have access to educational and support programs.

School districts with Public School Preschool grant programs were required in FY 94 to participate in the development and implementation of a county Unified Service Provider Plan. This plan describes community collaboration strategies to ensure needs-based comprehensive services.

The Division will continue efforts to assist and support school districts that have Public Preschool Programs in implementing comprehensive child development programs that reflect Head Start Performance Standards by

providing technical assistance for staff development and program improvement.

FY 94 Public School Preschool Enrollment

In FY 94 approximately 8,000 children enrolled in Public School Preschool programs. Grant dollars allowed school districts to develop sliding fee scales ranging from no cost for families at or below 100% of the poverty level to full tuition for families at 185% above the poverty level. Grants require that 51% of those enrolled come from families who are at or below the 185% poverty level; 71% of children enrolled in Public School Preschool programs met the eligibility requirements in FY 94.



■ 100% (43%)
■ Above 185% (29%)
■ 100-185% (28%)
% of Federal Poverty Level or below

► One hundred eighteen Public School Preschool Programs were funded through provisions of Am. Sub. H.B. 152 in FY 94. Data, by county, are included in Appendix C.

► Public School Preschools offered a variety of program options in order to meet the needs of families and children in the community. These included: center based classes, home based programs and combination center and home based services.



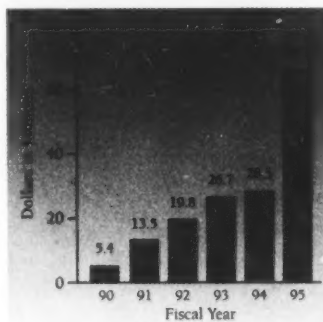
Head Start

Ohio's Commitment to a Program that Works. . .

Head Start is more than a preschool for disadvantaged children. Its purpose is to meet the needs of the entire family through a comprehensive service system. It requires collaboration among many agencies and service providers to ensure that necessary parent support, educational, nutritional, social, medical and dental services are available.

Six-Year Comparison of State Head Start Funding Levels

By the end of the current biennium Ohio will serve approximately 61% of ADC and food stamp eligible children and families in Head Start with State and Federal dollars. This exceeds the 38% national average.



Federal Head Start allocations can not fully meet the needs of all of Ohio's eligible children. State funding is making a difference.

➤ Ohio enrolled a total of 15,010 children in State Head Start programs. Expansion funding awarded in FY 94 have provide services for about 6,000 additional children and families.

➤ Expansion grants enabled 53 existing and three new State Head Start grantees to expand and improve services. Expansion requests were prioritized first to serve additional children in counties serving the lowest percentage of the eligible population and second to expand services to full-day and full-year programs to meet the needs of working families or those in job training programs. Priority was also given to programs that required facilities development in order to serve additional children. Division staff provided technical assistance to Head Start Directors in the grant application process.

➤ State Head Start programs were required in FY 94 to participate in the development and implementation of

a county Unified Service Provider Plan. The system expedited collaboration and coordination among local service providers for required comprehensive programming.

➤ Division and federal and State Head Start staff jointly monitored programs for compliance with Head Start Performance Standards. Local staff, parents and community members used the *On-Site Program Review Instrument* (OSPRI), a self-study tool. Outcomes enabled staff to determine needs for program improvement.

Together, federal and State Head Start programs work to:

- Improve the quality of programs for families and children,
- Expand Head Start access and options for eligible families,
- Encourage local programs to use the Unified Service Providers Plan, and
- Strengthen program self study and evaluation.



Preschool Special Education

Expanding Options for Young Children with Special Needs. . .

Changes in programs for young children with special needs over the past decade reflect a growing awareness of the benefits of early identification and subsequent comprehensive, family-centered, developmentally appropriate intervention. The Division of Early Childhood Education provides districts with support and assistance to ensure that each young child with an identified disability has access to the services for which they are eligible. School districts and families have a range of program options from which to choose in order to serve children appropriately. These include:

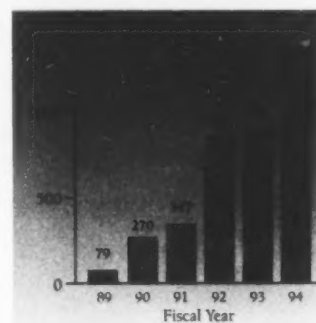
- Center-based Classroom programs with several methods of service delivery
 - (1) Shared Classrooms: children with disabilities and typically developing children share the same classroom space.
 - (2) Enrollment of Typical Peers: up to six age-eligible children may be enrolled in a special class.
 - (3) Mainstreaming: children with disabilities, enrolled in a special class, participate in planned preschool activities with typically developing children.
 - (4) Reverse Mainstreaming: typically developing children participate in some activities within the special class.
 - (5) Separate Class: children with disabilities, enrolled in a special class, with no planned interaction with typically developing children.
- Itinerant Services delivered in the child's home or to

- a child attending a preschool/kindergarten program for typically developing children, and/or
- Combination itinerant/classroom program.

Program placement and other related services are provided in accordance with the child's Individualized Educational Plan (IEP).

Annual Increases in State Funded Preschool Special Education Units Since 1989

Enactment of PL. 99-457 in 1986 resulted in significant growth in services for young children with disabilities and their families in Ohio. In FY 94 a total of 1,383 preschool units were funded with state monies and 16,347 children had IEPs on file.



■ In FY 94 thirty-four percent of all Preschool Special Education units were assigned to County Boards of Mental Retardation and Developmental Disabilities.

■ As of October, 1994, 259.64 related services units allocated in FY 94 increased the availability of various therapy and psychological services for preschool children with disabilities.

■ In FY 94, over \$6.6 million in federal funds were awarded to school districts and county boards of education under the provisions of the Individuals with Disabilities Education Act (IDEA). These dollars are intended to supplement state and local costs. Beginning in the 1993-94 school year, a two-year plan was enacted to transition county boards of mental retardation and developmental disabilities from federal 89-313 funding under Chapter 1 of the Elementary and Secondary Education Act to federal funding under the IDEA.

The Division of Early Childhood Education continues to focus on issues related to transitions of children from Ohio Department of Health Infant/Toddler services to Department of Education preschool programs and on proposed changes in rules governing the operation of Preschool Special Education programs.



Kindergarten

Meeting the Challenge of Change. . .

The Division of Early Childhood Education endorses exemplary program practices for birth through eight years as described by the National Association for the Education of Young Children (NAEYC). This approach fosters individualized learning based on the strengths and competencies of the children. Realization of these practices requires rethinking about the way children learn in these early years. It entails changes in programs, curricula and instruction.

Kindergarten children need to attend programs that are responsive to their developmental needs. They learn best through interactive teaching methods and in learning centers designed to provide hands-on and multiple ways of learning. These practices help children become independent learners, creative thinkers and cooperative workers; attributes that spell success for life.

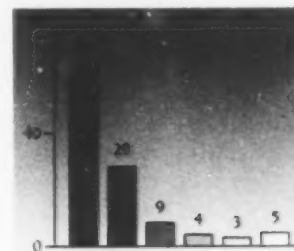
In accordance with Amended Substitute House Bill 777 school districts in Ohio must offer kindergarten to all children who are five years of age by September 30. The Division assists and supports schools in providing the best possible start for these youngsters. In FY 94 the Division:

- Provided technical assistance and support to schools that have adopted multi-age classes for young children. This approach promotes a seamless continuum of developmentally appropriate practices from kindergarten through grade 3.
- Sponsored exhibits, seminars, and workshops de-

signed to increase professional understanding of best program practices in early childhood education.

Reported Source of Funding Full-day Kindergarten Across 82 Districts

Eighty-seven school districts reported operating a full-day everyday kindergarten for some of their population in FY 94. Median incomes of these districts ranged from \$16,789 to \$37,879.



Local/State Foundation State Unit Private/Tuition
Other Federal Preschool State Unit Other Sources

- Studied potential benefits of expanding half-day or alternative kindergarten programs into full-day programs in districts with higher concentration of children in poverty.

The challenge for the Division in kindergarten education remains enhancing program quality by increasing understanding of principals, supervisors, directors, and teachers about developmentally appropriate practices and teaching methods.



School-Age Child Care Programs

Providing Safe Environments for Ohio's Children . . .

School-Age Child Care (SACC) programs provide before and after school care, organized activities and nurturing for children between the ages of five and fifteen. SACC came about in response to a growing number of single parent households in which the parent must work and increasing numbers of two-parent working families. Hours and schedules for programs vary according to the needs of families in the school districts that support SACC programs.

Support for School-Age Child Care programs comes from many sources. State grants provide dollars for start-up costs. Federal monies are for planning, improvement and expansion. In-kind donations from school districts and communities along with fees from parents support the day-to-day operation of programs.



Am. Sub. House Bill 60 permits school districts to offer before and after school child care programs.

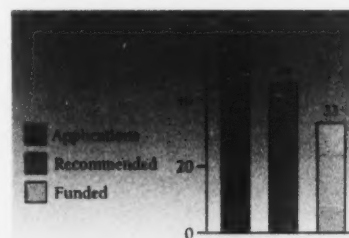
School districts and county boards of education may apply for the competitive SACC grants. Funding provided up to \$10,000 for a one-year period for start-up, improvement and expansion purposes.

There were 186 school-based and operated licensed SACC programs located across the state in FY 94. Division staff worked collaboratively with Ohio's Resource and Referral System and Action for Children, a non-profit Ohio agency, to improve access and quality of SACC programs. These efforts were funded through the Federal Dependent Care grant.

Awareness of the benefits to families, children and school districts of SACC is growing. Applications for grants increases every year.

1994 School-Age Child Care Grant

Applications for start-up or expansion of SACC programs exceeded funding available for projects recommended for funding last year.



The Division of Early Childhood Education, continues to examine demand, affordability and quality issues related to school-age child care.

Early Identification

Identifying Learning Needs of Young Children . . .

The purpose of the Early Identification Program, authorized under provisions of Amended Substitute H.B. 152, is to develop, improve or expand programs to identify the learning needs of young children. School districts applied for grants of up to \$10,000 to support early identification activities for all children.

Dollars cannot be expended for individual children once a referral for suspected disability is initiated. Educational assessments for these children are supported through special education funds. Total FY 94 Early Intervention funding was \$200,000.

School districts submitted proposals for developing, implementing, improving or expanding one or more early identification needs in the following areas:

- Alternative Assessments: such as play based, developmentally appropriate evaluations to help teachers and schools plan effective learning environments,
- Portfolio Systems: to facilitate the transition of children from preschool to kindergarten and/or to evaluate existing systems for referral and tracking,
- Utilization of Existing Services: to provide necessary child and family intervention/prevention services that will lead to successful school life, and
- Outreach and Referral Systems: to establish a process for identifying the needs of young children and making referrals through linkages with existing agencies.

Forty-eight school districts applied for Early Identification grants in 1994. Twenty-three grants were awarded. Program goals varied. Most programs submitted plans for improving their assessment and/or screening process.

Early Identification programs are located in large metropolitan areas, small towns and rural communities in 22 counties across the state. Most involved a cooperative arrangement with other school districts and/or community agencies.

Fourteen of the 23 grants awarded went to county boards of education and involved multi-district cooperative planning.

Several plans focused on establishing collaborative linkages with community agencies (e.g. Head Start,

Health and Social Services Departments) in order to expand screening and/or assessment activities.

Program plans identified a specific area or need to be addressed. The plans ranged from provision of inservice and materials for staff to implement effective assessments or portfolio systems to developing processes that result in expansion and improvements in identification, referral and follow-up activities.



FY 94 Program Evaluation Activities

The purpose of program evaluation is to enhance the quality of all public and non-public programs for which the Division has licensing, monitoring and/or fiscal responsibility. These include programs in the following categories:

- Preschools operated by school districts and chartered and non-public school.
- State or federally funded Head Start programs operated by school districts.
- Preschool Special Education programs, both public school and MR/DD operated.
- State and federal Dependent Care funded school-age child care programs.

FY 94 Monitoring Activities

Summary of FY 94 Monitoring Activities

These activities reflect the requirements of Am. H.B. 152 for the Division of ECE to conduct one on-site visit for each State Head Start and Public School Preschool Program. These data reflects number of programs reviewed by type but not the staff hours necessary to complete reviews. Staff hours were considerably higher for Head Start reviews.

Public School Preschool

- 215 reviews conducted to verify enrollment, eligibility criteria, and tuition fees

Head Start

- 11 fiscal management reviews
- 18 comprehensive reviews
- 21 program operation reviews



Eight regional offices in Ohio are staffed by Division Consultants. They are assisted by field representatives who conduct on-site reviews. For FY 94, Division staff licensed 1,386 sites and conducted a total of 2,053 licensing and monitoring on-site reviews.

Division personnel also participated in 50 intensive on-site reviews of State-funded Head Start programs. Eighteen reviews were conducted in conjunction with the Federal Region V Office of Administration for Children and Families to address program operations, fiscal man-

agement and administration. Reviews of the 32 remaining State-funded Head Start programs were conducted to address program operations and to examine fiscal and property management through interviews and record inspection.

A total of 215 visits of State-funded Public School Preschool programs were conducted to verify information related to enrollment, eligibility criteria and tuition. The on-sites pertained to licensure and compliance issues.

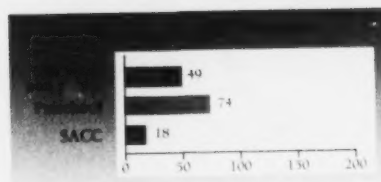
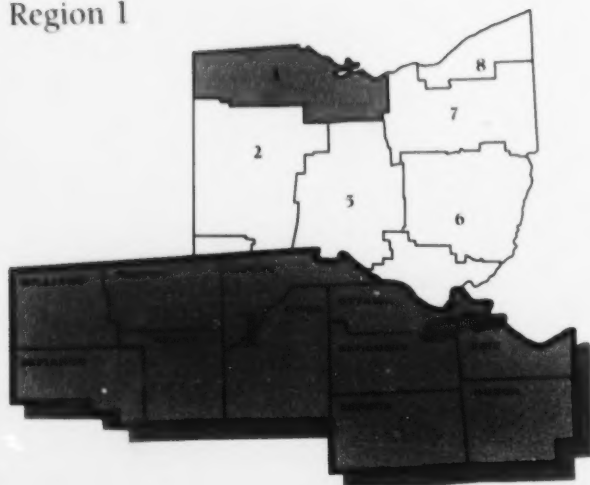
Regional consultant activities focus on:

- Recruiting and training field representatives
- Monitoring programs for licensure compliance
- Ensuring that all children are cared for in safe environments
- Promoting developmentally appropriate program practices
- Developing linkages among and between program providers, and
- Assisting school districts in implementing Head Start Performance Standards.

Regional Program Evaluation Activities



Region 1



Serving the following counties:

- Defiance
- Erie
- Fulton
- Henry
- Huron
- Lucas
- Ottawa
- Sandusky
- Seneca
- Williams
- Wood

Division of Early Childhood Regional Office:

University of Toledo
2801 W. Bancroft, SWAC Room 2365
Toledo, OH 43606 (419) 537-6018

Region 1 includes 11 counties in Northwest Ohio. Six field representatives served 125 licensed sites that housed Preschool and/or School-Age Child Care (SACC) programs. Representatives conducted 236 on-site reviews during FY 94 for the purpose of program licensure.

Monitoring for Region 1 also involved 43 on-site reviews of State-funded Public School Preschool programs for the purpose of verifying enrollment, eligibility criteria and tuition fees. Four on-site reviews of Head Start programs were conducted. Of these, two were comprehensive program reviews conducted in conjunction with the federal Region V office.

Region 2

Serving the following counties:

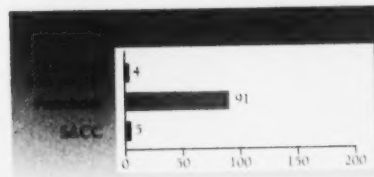
- Allen
- Auglaize
- Champaign
- Clark
- Darke
- Greene
- Hancock
- Hardin
- Logan
- Mercer
- Miami
- Paulding
- Putnam
- Shelby
- Van Wert
- Wyandot

Division of Early Childhood Regional Office:

1020 N. Perry Street
Ottawa, OH 45875 (419) 523-5088

Region 2 includes 16 counties in West Central Ohio. Four field representatives served 97 licensed sites that housed Preschool and/or School-Age Child Care (SACC) programs. Representatives conducted 179 on-site reviews during FY 94 for the purpose of program licensure.

Monitoring for Region 2 also involved 34 on-site reviews of State-funded Public School Preschool programs for the purpose of verifying enrollment, eligibility criteria and tuition fees. Four on-site reviews of Head Start programs were conducted to address program operations, fiscal management and administration.



Region 3

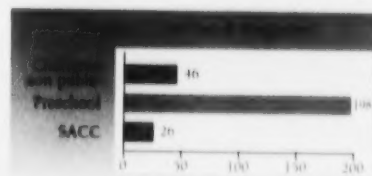
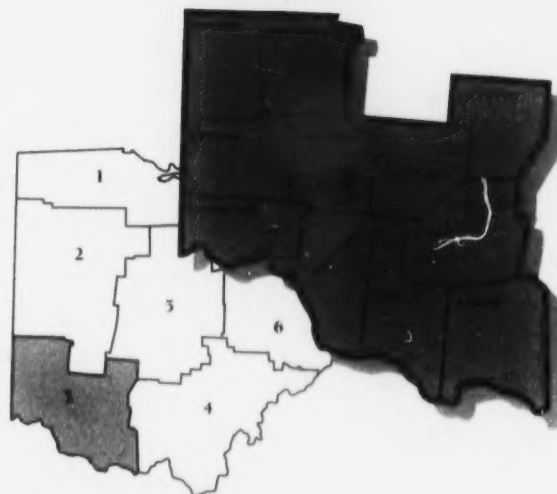
Serving the following counties:

- Adams
- Brown
- Butler
- Clermont
- Clinton
- Fayette
- Hamilton
- Highland
- Montgomery
- Preble
- Warren

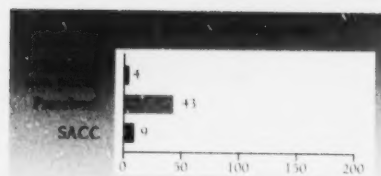
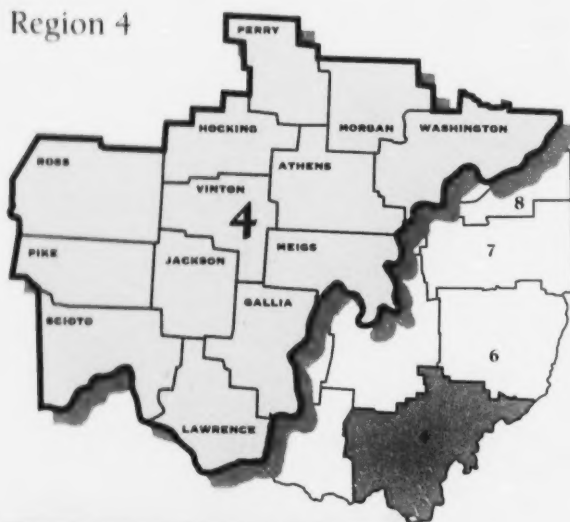
Division of Early Childhood Regional Office:
9772 Princeton Pike, Suite 3
Cincinnati, OH 45246 (513) 874-1886

Region 3 includes 11 counties in Southwest Ohio. Nine field representatives served 224 licensed sites that housed Preschool and/or School-Age Child Care (SACC) programs. Representatives conducted 412 on-site reviews during FY 94 for the purpose of program licensure.

Monitoring for Region 3 also involved 82 on-site reviews of State-funded Public School Preschool programs for the purpose of verifying enrollment, eligibility criteria and tuition fees. Ten on-site reviews of Head Start programs were conducted. Of these, three were comprehensive program reviews conducted in conjunction with the federal Region V office, and the remaining seven addressed program operations and fiscal management.



Region 4



Serving the following counties:

- Athens
- Gallia
- Hocking
- Jackson
- Lawrence
- Meigs
- Morgan
- Perry
- Pike
- Ross
- Scioto
- Vinton
- Washington

Division of Early Childhood Regional Office:
449-B E. State Street
Athens, OH 45701 (614) 592-5169

Region 4 includes 13 counties in Southern Ohio. Three field representatives served 52 licensed sites that housed Preschool and/or School-Age Child Care (SACC) programs. Representatives conducted 114 on-site reviews during FY 94 for the purpose of program licensure.

Monitoring for Region 4 also involved 42 on-site reviews of State-funded Public School Preschool programs for the purpose of verifying enrollment, eligibility criteria and tuition fees. Nine on-site reviews of Head Start programs were conducted for the purposes of evaluating program operations, management and administration.

Region 5

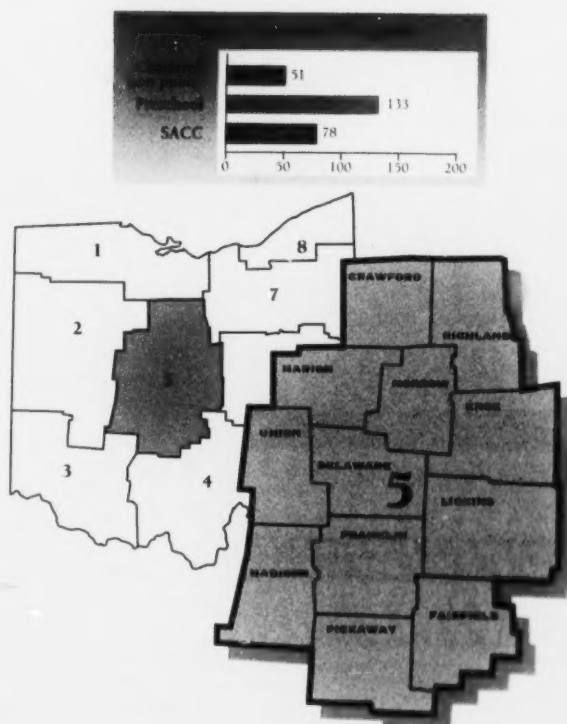
Serving the following counties:

- Crawford
- Delaware
- Fairfield
- Franklin
- Knox
- Licking
- Madison
- Marion
- Morrow
- Pickaway
- Union
- Richland

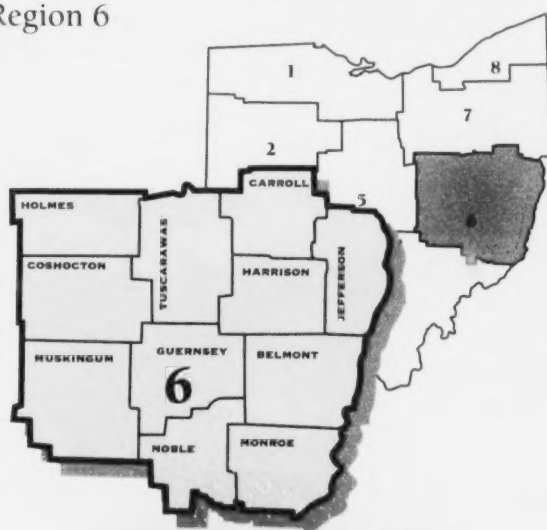
Division of Early Childhood Regional Office:
65 S. Front Street, Room 309
Columbus, OH 43215 (614) 466-0224

Region 5 includes 12 counties in Central Ohio. Three field representatives served 190 licensed sites that housed Preschool and/or School-Age Child Care (SACC) programs. Representatives conducted 305 on-site reviews during FY 94 for the purpose of program licensure.

Monitoring for Region 5 also involved 40 on-site reviews of State-funded Public School Preschool programs for the purpose of verifying enrollment, eligibility criteria and tuition fees. Eight on-site reviews of Head Start programs were conducted. Of these, five were comprehensive program reviews conducted in conjunction with the federal Region V office.



Region 6



Serving the following counties:

- Belmont
- Carroll
- Coshocton
- Guernsey
- Harrison
- Holmes
- Jefferson
- Monroe
- Muskingum
- Noble
- Tuscarawas

Division of Early Childhood Regional Office:
170 W. High Avenue, Suite 203
New Philadelphia, OH 44663 (216) 364-5567

Region 6 includes 11 counties in East Central Ohio. Five field representatives served 84 licensed sites that housed Preschool and/or School-Age Child Care (SACC) programs. Representatives conducted 102 on-site reviews during FY 94 for the purpose of program licensure.

Monitoring for Region 6 also involved 38 on-site reviews of State-funded Public School Preschool programs for the purpose of verifying enrollment, eligibility criteria and tuition fees. Six on-site reviews of Head Start programs were conducted. Of these, two comprehensive program reviews were conducted in conjunction with the federal Region V office. The remaining reviews were conducted to evaluate program operations.

Region 7

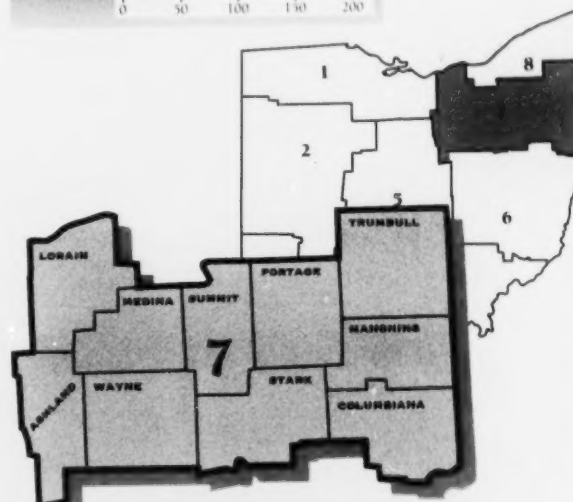
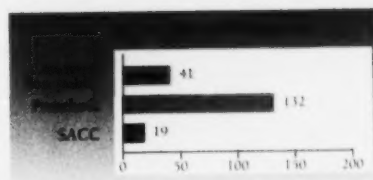
Serving the following counties:

- Ashland
- Columbiana
- Lorain
- Mahoning
- Medina
- Portage
- Stark
- Summit
- Trumbull
- Wayne

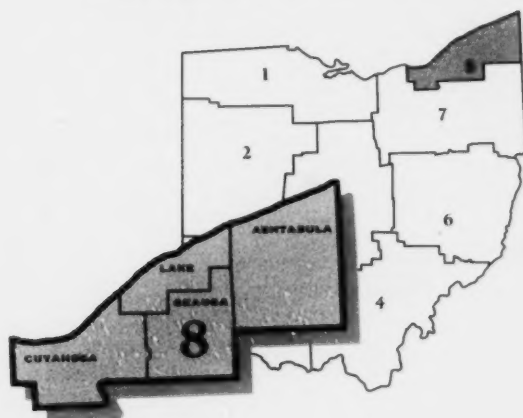
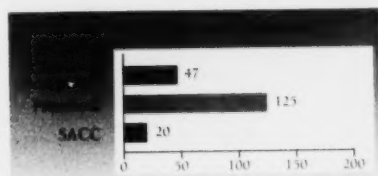
Division of Early Childhood Regional Office:
3929 Center Road, P.O. Box 832
Brunswick, OH 44212 (216) 220-6410

Region 7 includes 10 counties in Eastern Ohio. Five field representatives served 180 licensed sites that housed Preschool and/or School-Age Child Care (SACC) programs. Representatives conducted 206 on-site reviews during FY 94 for the purpose of program licensure.

Monitoring for Region 7 also involved 53 on-site reviews of State-funded Public School Preschool programs for the purpose of verifying enrollment, eligibility criteria and tuition fees. Seven on-site reviews of Head Start programs were conducted to evaluate program operations, fiscal management and administration.



Region 8



Serving the following counties:

- Ashtabula
- Cuyahoga
- Geauga
- Lake

Division of Early Childhood Regional Office:
3929 Center Road, P.O. Box 832
Brunswick, OH 44212 (216) 220-6410

Region 8 includes 4 counties in Northeast Ohio. Seven field representatives served 177 licensed sites that housed Preschool and/or School-Age Child Care (SACC) programs. Representatives conducted 321 on-site reviews during FY 94 for the purpose of program licensure.

Monitoring for Region 8 also involved 41 on-site reviews of State-funded Public School Preschool programs for the purpose of verifying enrollment, eligibility criteria and tuition fees. Two on-site reviews of Head Start programs were conducted to evaluate program operations.

MR/DD Programs

The Division of Early Childhood Education has responsibility for licensing Special Education Preschool Programs monitored by County Boards of MR/DD. There were 129 licensed MR/DD preschool programs in 1993-94. Regional Licensing Consultants served 45 MR/DD programs operated by public schools. Eighty-four programs were operated by County Boards of MR/DD. The Division supported a licensing specialist consultant with field representatives to serve these County Boards of MR/DD preschool programs.

Serving Special Education Preschool Programs statewide

Ohio Association of County Boards of MR/DD
73 E. Wilson Bridge Road, Suite B-1
Worthington, OH 43085 (614) 431-0351

The MR/DD Licensing Program served 84 licensed sites state-wide. The consultant coordinated the activities of six field representatives who conducted 178 on-site reviews during FY 94.

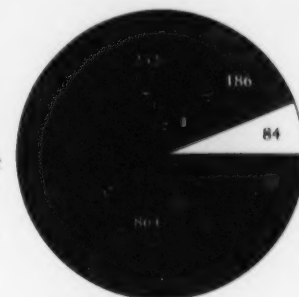
FY 94 Regional Licensing Summary Data

Regional Licensing Activity Summary

Total Number Licensed Sites: 1,386

- Preschool Category includes Public School Preschool, State Head Start, Preschool Special Education Programs and eligible chartered non-public preschool programs.

Total Number of On-site Reviews: 2,053



- Preschool (63%)
- Chartered Non-Public (18%)
- SACC (13%)
- MR/DD Preschool (6%)



FY 94 Special Projects

Division of Early Childhood Education initiatives reflect priorities established for:

- Incorporating a family centered approach in all programs,
- Collaborating with service providing agencies and integrating fragmented services,
- Expanding and improving programs based on best early childhood practices, and
- Promoting quality services for preschool-age children who are disadvantaged or disabled.



The Division of Early Childhood Education supported 20 special projects during FY 94. Funding for these initiatives came from a variety of State and federal sources. Individually, each project had a specific focus in order to

meet a predetermined need. Collectively, the projects addressed the comprehensive issues and needs established by the mission of the Division.

Family Ties: "as a special educator, supervisor, and parent of a child with a learning disability, I wish you continued success in providing a much needed service to families in Ohio. . ."

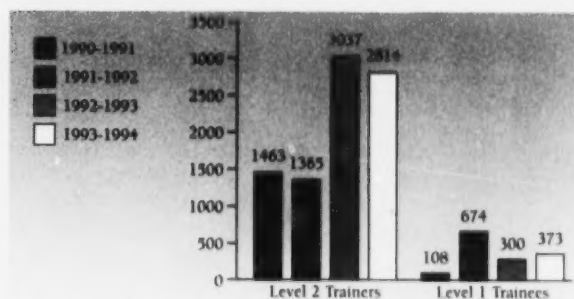
Karen B. Lieberman, Day Treatment Supervisor
Mental Development Center,
Case Western Reserve University

This project, funded to the Ohio Coalition for the Education of Handicapped Children, has been a special initiative of the Division for four years. Its purpose is to foster appropriate learning environments for young children with special needs by involving parents as partners in the learning process. FY 94 funding for Family Ties was \$175,000.

Family Ties Training Over 4 Years

Family Ties utilizes a 'training of trainers' model. Project staff provide family members and professionals with two levels of training in child development, parenting skills, early intervention, problem solving and community services access.

A total of 10,134 family members and professionals participated in Level 1 (trainer) or Level 2 (local) workshops since Family Ties began in 1990.



Training is tailored to meet the requirements of any given group (e.g. foster or adoptive parents, families of young children with disabilities, Head Start parents and staff, students).

Action for Children: "a true sense of professionalism blossomed through training events, networking opportunities and newsletters. . ."

Action for Children
Final Report

FY 94 was year two of a School-Age Child Care (SACC) project designed to establish and facilitate both local and state-wide networks for SACC practitioners to improve acquisition of knowledge and skills, provide a support systems and encourage efforts to support children and families. In the first year of the project, 32 school-age

child care professionals received training in coalition building and network organization. The SACC project consultant provided technical assistance to all regional network coordinators. The project provided \$1,000 support grants to local networks.

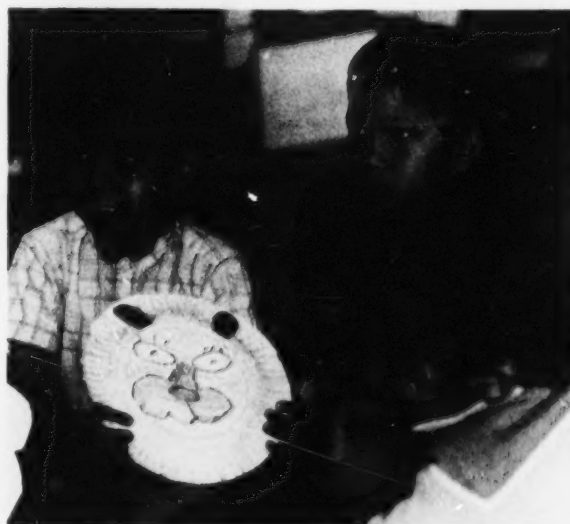
Trained coordinators developed strategies for establishing local networks. Their activities included surveying provider needs and interests, developing training and event calendars, providing training, establishing resource centers, collaborating activities, creating a resource directory, developing a newsletter and scheduling network meetings.

Start with the Arts: "literacy in the richest, fullest sense means learning to communicate not just verbally but nonverbally as well. . ."

Dr. Ernest Boyer in *Ready to Learn*

Start with the Arts was a new initiative of the Division of Early Childhood Education. Its purpose is to encourage the use of the arts and creative play as important learning strategies for young children. The project provides early childhood educators with strategies and activities for integrating children with special needs into mainstream learning situations utilizing the arts. Funding for the first year of this project was \$75,000.

In the first year of operation the project selected and trained staff at nine pilot sites. Other work underway includes the development of a directory of artists with disabilities. Planning for FY 95 involves (1) conducting art fairs through collaborative efforts of local communities and (2) selecting and training staff from 18 additional sites.



Lead Teacher Training: "training must be immediately applicable to classroom situations and be compatible with education performance standards . . ."

Lead Teacher Training Proposal

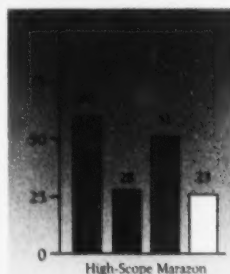
The Lead Teacher Training project, funded to Elmwood Local Schools, offered intensive training in developmentally appropriate methodology to Head Start and Public School Preschool program personnel throughout the State. High-Scope, nationally recognized as a leader in early childhood education, provided the initial training. A second opportunity for trainees involved training in use of the Marazon Planning System. This system transforms classroom teaching from curriculum-based to an individualized child centered approach.

Lead Teacher Training Participants

Eighty-eight Head Start and Public School Preschool staff participated in the initial four week High-Scope training.

In FY 94, seventy-six of these trainees attended two-day training in the Marazon Planning System.

This network of trained teachers serve as resource persons for all Ohio early childhood programs.



The project provided training, materials, room, training and meals. University credit, through Bowling Green State University Continuing Education, was available to participants. Funding for FY 94 was \$50,000.

Demand Curve Study: "Economic and social conditions in the United States and in Ohio particularly, have changed the pattern of child care needs in major ways which force us to rethink how we should respond to those needs . . ."

Demand Curve Study: Final Report

The Ohio Child Care Survey report, completed in the fall of 1993 by Drs. Stephen Jurs and Steven Weiss and the University of Toledo Survey Research Institute, described the results of an initial investigation of the economic impact of School-Age Child Care Programs (SACC) on school districts in Ohio. Information collected included characteristics of SACC consumers by income and household type and various child care arrangements and costs. This study provided an overall profile of existing SACC programs in Ohio but was unable to determine community need for these services.

A subsequent Demand Curve study was designed to provide more indepth insights into consumer needs for

child care. Child care issues today are complicated by the increasing numbers of women who are employed, single-parent households, and teen pregnancies with decreasing marriage rates and safety in inner city neighborhoods. Each of these factors relate to the need for child care options, their affordability and the likelihood of their use. Results are currently being analyzed.

Higher Education Consortium: "Actualizing the Rhetoric: Linking Research and Practice for Quality Field-based Clinical Experiences. . ."

Ohio Early Childhood Special Education
Higher Education Consortium
Summer Institute 1994

The Higher Education Consortium, a network of teacher educators representing higher education institutions in Ohio, was formed in 1990 to break down traditional barriers between early childhood and special education in order to create a synthesis of exemplary practices. The purpose of the Consortium is to promote collaboration efforts of early childhood special education teacher trainers to:

- Facilitate the exchange of information,
- Identify common issues related to personnel preparation, leadership training and research,
- Promote professional advocacy, and
- Encourage research and evaluation of programmatic issues related to young children with disabilities and their families.

This project enabled the Consortium to fund a Summer Institute that responded to early childhood special education personnel preparation issues. The focus for the 1994 Summer Institute was on linking research and practice in the development of field/clinical experience components of teacher education. The number and geographic representation of attendees at the Institute has grown since they began four years ago. More than 100 persons attended this year's conference. Funding for FY 94 was \$50,000.

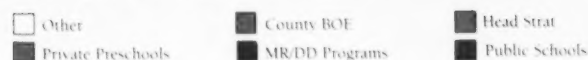
Project PREPARE: "now I feel ready to get to work in this field; I'm excited and have some new goals for myself. . ."

Comment: Training Participant
Project PREPARE

Project PREPARE evolved from the Early Childhood Special Education Personnel Preparation Model Development Project. It includes a set of nine training modules based upon competencies considered essential in Early Childhood Special Education. Since their development, modules have been used for both preservice and inservice training activities by school districts, Head Start programs teacher training programs and a variety of agencies working with young children and their families.

Project PREPARE Training Participants by Type

FY 94 activities centered on training supervisor-teacher teams in a consultative-collaborative supervisory model in which supervisors and teachers link child outcomes, teacher competencies and training sources in the Project PREPARE modules. Thirty-three teams attended a Summer Training Institute and will implement the program locally.



The upcoming project focus is on providing training to newly funded preschool special education supervisors and Head Start personnel who work with children who have disabilities. Project PREPARE continues to work and collaborate with higher education training programs so that future module revisions will reflect current research and instructional strategies.

SKI*HI Institute Projects: "specialized inservice models to ensure that quality family supportive services are being delivered to infants, toddlers and preschoolers with sensory and multi impairments. . ."

SKI*HI Institute

SKI*HI Institute, a nationally recognized training program, provides specialized training on a family centered, home based model for professionals working with infants and young children with sensory or multi impairments. SKI*HI Institute training has taken place in 72 counties since Ohio adopted this model. There are three SKI*HI Institute projects.

- Project INSITE: focus on multi impairments
- Project VIISA: focus on visual impairments
- Project SKI*HI: focus on hearing impairments

Since 1992, 100 persons have been trained through Ohio SKI*HI courses. In FY 94, 44 persons attended training sessions. Training activities were co-sponsored by the Ohio Departments of Health, Education, Mental Retardation & Developmental Disabilities and the Great Lakes Area Regional Center for Deaf-Blind Education.

During FY 94 national trainers conducted two basic SKI*HI training courses. A VIISA Trainer of Trainers course was planned for the fall of 1994 that will continue

to target areas that have limited service options and to provide follow-up services to previously trained persons.

Reggio Emilia: "the quality of life for children — is the quality of life for ourselves. . ."

Carlina Rinaldi, Pedagogico, Reggio Emilia

Reggio Emilia (Italy) was featured in Newsweek (12/91) as one of the ten best educational programs in the world. Educational policies in place provide all children and families in this city with high quality care and education. The educational approach challenges and supports children with a curriculum that fosters cognitive, creative and expressive abilities.



Few things are as rich in fascination and mystery for a child as shadows. Shadows stimulate imagination . . . a child's mind responds to and gives shape to shadows. Shadows change according to the slope or surface on which they are projected. They grow longer or shorter; become wavy or zig-zag and may disappear. Shadows offer extraordinary educational opportunities. Variables which effect their formation and transformation can be manipulated with ease. Shadows satisfy and stimulate the need to experiment and do which is present in every child.

The Division sponsored *The Hundred Languages of Children* as an educational demonstration of the Reggio Emilia approach to Early Childhood Education. This exhibit, with concurrent educational seminars and presentations during 1993-94, provided insights and new ways of looking at children's thinking and learning. It challenged myths about what children, given the right environment, are capable of doing and served as a vehicle for a continuing dialogue about developmentally appropriate practices. The Division continues to support teacher efforts to learn more about this approach through regional activities and conference presentations. The Reggio Emilia approach to education is an ODE endorsed venture capital model.

Early Childhood Education Information Dissemination Project: *"providing accurate and timely information relating to services for Ohio's young children . . ."*

Division of Early Childhood Education

The Information Dissemination project provides all Ohio early childhood service providers opportunities to access a variety of resources designed to increase awareness, link with exemplary programs, explore materials and instructional strategies and develop strategic program plans. The three basic project activities are:

- Annual State Conference:

In spite of a major snow storm that blanketed southeastern Ohio, more than 1,300 persons from all geographic areas of the state attended the three-day 1993 Division of Early Childhood Education Conference. The theme of the conference, 'Preparing Children for Success,' mirrored National Education Goal 1: *'by the year 2000, all children in America will start school ready and able to learn.'* The Spring 1994 conference was rescheduled for Fall 1994 in order to coordinate the conference with the annual conference of the Ohio Association for the Education of Young Children (OAEYC). Planning for the fall "Connections for Success" conference continued throughout FY 94.

- Early Childhood Education Resource Lending Library

The project houses the Division of Early Childhood Education Resource Lending Library with materials available to all Ohio early childhood programs and personnel. The project disseminates publications and materials that include film, audio visual materials and an extensive collection of curricula and instructional materials.

- Statewide Early Childhood Education Newsletter

The project publishes a periodic newsletter filled with information about upcoming programs, professional development opportunities, new materials and publications, current research, recently enacted and pending legislation that may have an impact on programs and services, and other Ohio and national news related to early childhood education issues and programs. The newsletter is disseminated through the SERRC network to all Ohio school districts, Head Start grantees, university teacher training programs and other related agencies and personnel. During FY 94 the design and content focus of the newsletter was reconceptualized in light of expanding Division initiatives.

Project Intervention: *"designing interventions for young children: exploring a new model of service delivery for Ohio . . ."*

This was the second year of a collaborative project between the University of Cincinnati and Hopewell Special Education Regional Resource Center to implement and evaluate a comprehensive service delivery model for assessment and intervention for young children with special needs. FY 94 support for this project was \$137,500.

The overall goal of the project is to examine acceptable, efficient and effective intervention strategies based on the study of problem situations that preclude effective parenting and teaching. Project Intervention staff are developing a manual for service delivery and other materials. These will include:

- Recommended decision making strategies and guidelines,
- A collection of valid naturalistic intervention strategies, and
- Specific alternative assessment strategies that are linked to interventions.

Parent Mentor Project: *"to provide supportive services and training to families of children with disabilities. . ."*

Goal #7 Ohio Special Education Futures Forum

Parent Mentor Projects are a collaborative effort between the Divisions of Special Education and Early Childhood Education in cooperation with the Ohio Coalition for the Education of Handicapped Children (OCEHC). They were created, in 1991, in response to Goal #7 of Ohio's Special Education Action Plan. The project reflects the work of 160 parents who served on a statewide task force. Parent mentors are parents of children with disabilities who have experience interacting effectively with schools and understand the system of services in their communities. These individuals assist and support families of children recently diagnosed as having a disability. The OCEHC Parent Involvement in Education Project provides training and on-going support to the mentors.

In FY 94 ten pilot sites for Parent Mentor projects were selected from 37 applications representing more than 70 school districts. Each project received \$25,000 to employ a parent mentor. Division of Early Childhood Education support for FY 94 was \$125,000.

The effectiveness of mentors in guiding families through the maze of rules, regulations and services needed is underscored by the lack of any parent or school district complaint to the Divisions of Special Education or Early Childhood Education from school districts with projects. Interest in Parent Mentor projects continues to grow as

school districts across Ohio become aware of their value. As a result the FY 95 biennium budget included funding for an additional 20 projects.

Project LINCCS: "Linking Interagency Networks for Comprehensive Computer Systems. . ."

LINCCS is a cooperative effort between the Ohio Departments of Education and Health with the University of Cincinnati. It is funded by a three-year grant from the U.S. Department of Education. The project goal is to connect computer systems that already exist in state agencies so that information can be easily and regularly exchanged in order to identify and follow children who are at risk from birth to age eight. By sharing information, agencies will be able to aggregate data without personal identifiers for use in policy development, budget planning, accountability, service design and evaluation. Current work of the LINCCS project involves:

- System Design - to develop linkages with existing information systems,
- Coordination of Activities - to ensure compliance with child find components under Parts B and H of Individuals with Disabilities Education Act (P.L. 102-119),
- Interagency Involvement - to demonstrate involvement between the Ohio Departments of Health and Education with other appropriate agencies, and
- Linkage with the Ohio Family and Children First Initiative - to define and document barriers and needs for additional services to serve Ohio families and children.

Early Childhood Services Project: *"the training, follow-up, and on-going support you provided resulted in some positive changes in our program — we all thank you . . ."*

Cathy Clayton, Supervisor, Shelby County Early Childhood Education Program

The Early Childhood Services (ECS) Project is a component of the Ohio Special Education Regional Resource Center (SERRC) system for multi-district services provided at the regional level. Each of the 16 SERRCs has an ECS project staffed by a coordinator whose function is to assist local school districts, Head Start grantees, County MR/DD Boards and other agencies and programs serving young children. Services include:

- Early Childhood Education Instructional Materials Centers with opportunities for teachers, parents and others to examine and borrow materials for use in their classrooms or homes,
- Inservice Education tailored to the needs of local participants, and
- Technical Assistance for program development, early identification activities, collaborative activities and linkages with regional and state resources.

ECS project services and activities reflect geographic and demographic considerations of the region and are tailored to meet the training and interest needs of local personnel and programs. During FY 94 ECS coordinators organized more than 700 workshops, seminars and training activities attended by approximately 16,000 persons, including parents, administrators, teachers, assistants, psychologists, nurses, counselors, therapists and others involved with young children and families. In addition, consultants provided individualized technical assistance and consultation to school districts and Head Start programs in their regions upon request. The ECS projects are collaboratively funded by the Divisions of Early Childhood Education and Special Education. Division support for FY 94 was \$480,000.

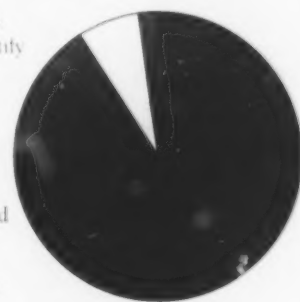
Management Assistance Funds Initiatives

The Division of Early Childhood Education has responsibility for Management Assistance initiatives funded through provisions of Amended Substitute House Bill

Management Assistance Funds Projects for 1994-95 Biennium

Management Assistance Projects

- Help Head Start agencies identify expansion needs and develop plans,
- Help Head Start and Public School Preschool programs recruit and train additional staff,
- Improve Head Start agency and school district preschool management capacity,
- Assist Head Start agencies and school districts with Public School Preschool programs in developing collaborative practices and building integrated, developmentally appropriate services, and
- Help programs comply with Head Start performance standards.



- Quality First Training
- Ohio Facilities Project
- Capacity Leadership Development
- Family Development Training
- Urban Grantee Training

152. The statute outlined specific objectives for use of this funding to promote quality services for preschool-age children in Head Start and Public School Preschool programs.

An Advisory Committee, established by the Division of Early Childhood Education, representing Head Start agencies, public schools, the Governor's Office and other appropriate individuals agencies assisted in the development of a State Plan for Management Assistance.

A summary description of each project follows

Family Development Training

The purpose of this project, funded to the Ohio Association of Community Action Agencies (OACAA), is to establish a statewide Family Education Institute for community action programs and other Ohio Head Start grantees funded through the Ohio Department of Education. The Institute offers training programs geared specifically to the anti-poverty and family self-sufficiency mission of Head Start and other community action programs. OACAA, with the guidance of an Institute Advisory Council and a Project Consultant, is overseeing the development of the Institute.

The project is designed to make the most efficient and effective use of existing training and technical assistance programs, develop new curriculum for community action programs and involve key constituents in the process.

The project has two phases. During the first phase project activities centered on development of two training manuals. The first manual focuses on skill building for staff. The second manual is a strategic planning guide for agency personnel. The second phase is designed to ensure that skills developed in phase one are maintained and strengthened. Total funding for the 94-95 biennium is \$20,000 of which \$10,000 was allocated for FY 94.

Capacity Leadership Development

The Ohio Head Start Association Inc. (OHSAI) received a grant to provide a program that focuses on staffing, career development and improving the management of local Head Start programs. OHSAI has a long history of excellence for providing a foundation of organizational



development and management skills. This project supported a carefully planned sequence of training events, involving world class trainers, to promote a high level of professional capability in Head Start programs.

The program was conducted in three phases of nine days each.

- Phase I: Introduction to Strategic Planning
- Phase II: Team, Group Process, Group Dynamics in Management and Management Styles
- Phase III: Organizational Systems, Change Efforts, Management Techniques and Leadership Issues for Ohio's Needs

During FY 94, two groups of 36 participated in training activities. Total funding for the 94-95 biennium is \$190,000 of which \$55,000 was allocated for FY 94 project activities.

Ohio Facilities Project

The Ohio Facilities Project (OFP) project is funded to the Ohio Community Development Finance Fund (CDFFF), a statewide nonprofit organization assisting community based organization. In FY 94 OFP provided Head Start agencies with training and technical assistance as they developed plans for their facilities.

A long range goal of OFP is the development and capitalization of a statewide financing mechanism to leverage public and private resources to develop Head Start facilities.

During FY 94 OFP:

- Incorporated a Facilities Project Committee as a standing committee under current CDFFF organizational structure,
- Sponsored a Head Start Facilities Conference, and
- Provided training and technical assistance to Head Start agencies.

Total funding for the 94-95 biennium is \$215,000 of which \$82,000 was allocated for FY 94 project activities.

Ohio Quality First Training and Technical Assistance Project

The Ohio Quality First Training and Technical Assistance Project interfaces with the Head Start Technical Assistance Support Center (TASC) funded by the U.S. Department of Health and Human Services. Both projects are funded to the Center for Special Needs Populations at The Ohio State University. The goals of this newly funded project are to provide systematic support to improve management capacity of Head Start and Public School Preschool programs and to facilitate the imple-

mentation of a continuum of comprehensive early childhood services. The project uses a Total Quality Management System (TQM) to facilitate systemic change at the grantee/program level and to assist projects in establishing collaborative relationships that will improve quality of services. Three levels of assistance are available to Head Start grantees and Public School Preschool programs:

- Telephone Consultation - available to all programs statewide to answer questions and address issues applicable to provision of quality programs.
- On-site Technical Assistance - for programs that are self referred or referred by Division of Early Childhood Education staff, utilizing a collaborative planning process to address issues related to improving the quality of programs and services.
- Regional/Cluster Training and Follow-up Assistance - addresses specific needs of Public School Preschool programs and new grantees in implementing Head Start performance standards and managing quality programs.

Regional/cluster training outcomes will include networking activities to promote discussions and increase collaborations among Public School Preschool, Head Start and

other cooperating regional agency/program personnel involved in providing early childhood services. Total funding for the 94-95 biennium is \$667,645 of which \$260,848 was allocated for FY 94 project activities.

Specialized Training for Head Start Urban Grantee

The Ohio Urban Resources System, Inc. (OURS), received a grant from the Division of Early Childhood Education to provide outreach training to Head Start grantee agencies in large urban areas. The purpose for this training is to:

- Ensure that each Head Start program has an integrated strategic plan with their urban Community Action Agency, and
- Increase the tools and skills of Head Start providers in large urban areas to enroll as many children as possible with available funds.

The training topics covered in this project are "An Integrated Service System Through Strategic Planning" and "Outreach in the Inner City." Contractual agents will provide the training. Total funding for 94-95 biennium is \$23,000 of which \$6,800 was allocated for FY 94 project activities.



FY 94 Major Accomplishments

A central focus for the Division of Early Childhood Education during FY 94 was creating collaborations that work for children, families, and programs at state and local levels. At the state level, Division staff served on or as liaison to a variety of governmental task forces, committees, councils and cabinets for the purpose of streamlining systems and developing unified plans that cross departmental regulations, policies and practices. These activities support priorities in accordance with the Ohio Family and Children First Initiative, Goals 2000, and reflect the mission of the Division.

Regional Licensing and Program Development Consultants along with Early Childhood Education Coordinators from each of the 16 Special Education Regional Resource Centers served as regional emissaries by encouraging and supporting local collaborations and training that enhanced delivery of quality programs and services.

The accomplishments of the Division during the past year are numerous. Some collaboration highlights include:

- Participated in key roles on Ohio Family and Children First Initiative Committees.
 - ✓ Administrative staff chaired the Professional Development and Licensure Committees and served as co-chair on the Policy Committee.
- Collaborated with the Ohio Department of Health in co-chairing the Goal 1 Section of *Ohio's Fourth Annual Progress Report on Education*.
- Developed, with the Ohio Department of Health, Interagency Agreements with regard to Child Find and Transition Issues.
- Participated on the Ohio Department of Health Interagency Coordinating Council.
 - ✓ An administrative staff person served as a member of this key council.
- Collaborated with the U.S. Department of Health and Human Services Region V office of the Administration for Children and Families to develop a joint agreement regarding provision of services for children with disabilities.
- Strengthened partnerships with the Ohio Association for the Education of Young Children.
- ✓ A collaborative effort between the Division of Early Childhood Education and the OAEYC created a select focus of knowledge to be shared across each organization's statewide annual conference, thus allowing participants to explore new directions of theory and practice in depth.
- Collaborated with Action for Children.
 - ✓ Expanded and improved School-Age Child Care programs through activities and initiatives of the Division and Action for Children.
- Collaborated with the Division of Curriculum, Instruction and Professional Development resulting in the representation of early childhood education interests within the Venture Capital program for school renewal.
- Collaborated with the Division of Curriculum, Instruction and Professional Development resulting in new pre-K - 12 social studies and science curricula that incorporate developmentally appropriate practices for young children.
- Division staff actively participated and provided leadership in the development of Draft Pre-K through 12 Performance Standards and Teacher Licensure Standards.
 - ✓ An ECE Focus Group was convened to provide direction to the Division and feedback to the Learner Outcomes Panel and the Standards Revision Committee for Teacher Education and Certification. Early Childhood Services Coordinators also worked to advance the development of these standards.
 - ✓ Collaborated with the Division of Special Education in preparation of Draft Preschool Special Education Rules that incorporated early education exemplary practices in specifications for assessment, staffing, program options and services, and parent involvement components.
- Division staff assisted in the development of the Martha Holden Jennings Foundation's Lighthouse II project.
 - ✓ Thirty-six projects developed effective strategies in the areas of parental involvement, collaboration, transition from kindergarten to first grade and developmentally appropriate teaching practices.
 - ✓ Members of the Early Childhood Higher Education Consortium participated in project evaluation activities.

■ The Division of Early Childhood Education sponsored the first statewide Reggio Emilia exhibit.

✓ This exhibit had the highest attendance ever recorded at the Ft. Hayes Alternative High School Arts Gallery in Columbus. Children, parents, professionals and artists from Ohio and nearby states shared in this celebration of children.

✓ Reggio Emilia created interest, stimulated thinking and renewed faith in the potential of children among all those that attended. The Division continues to receive requests for information about this exciting program.

■ Worked to increase Head Start and Public School Preschool participation of children ages three and four living in poverty from 50% to 64% by FY 95. This important benchmark demonstrates the efforts of the early childhood community to achieve Education Goal 1.

■ Developed a State Plan for Management Assistance Funds.

✓ Established an Advisory Committee with representation from Head Start, public schools and other agencies and programs involved with young children and families. The committee assisted in devel-

oping the plan and designing a system for measuring the impact of assistance activities.

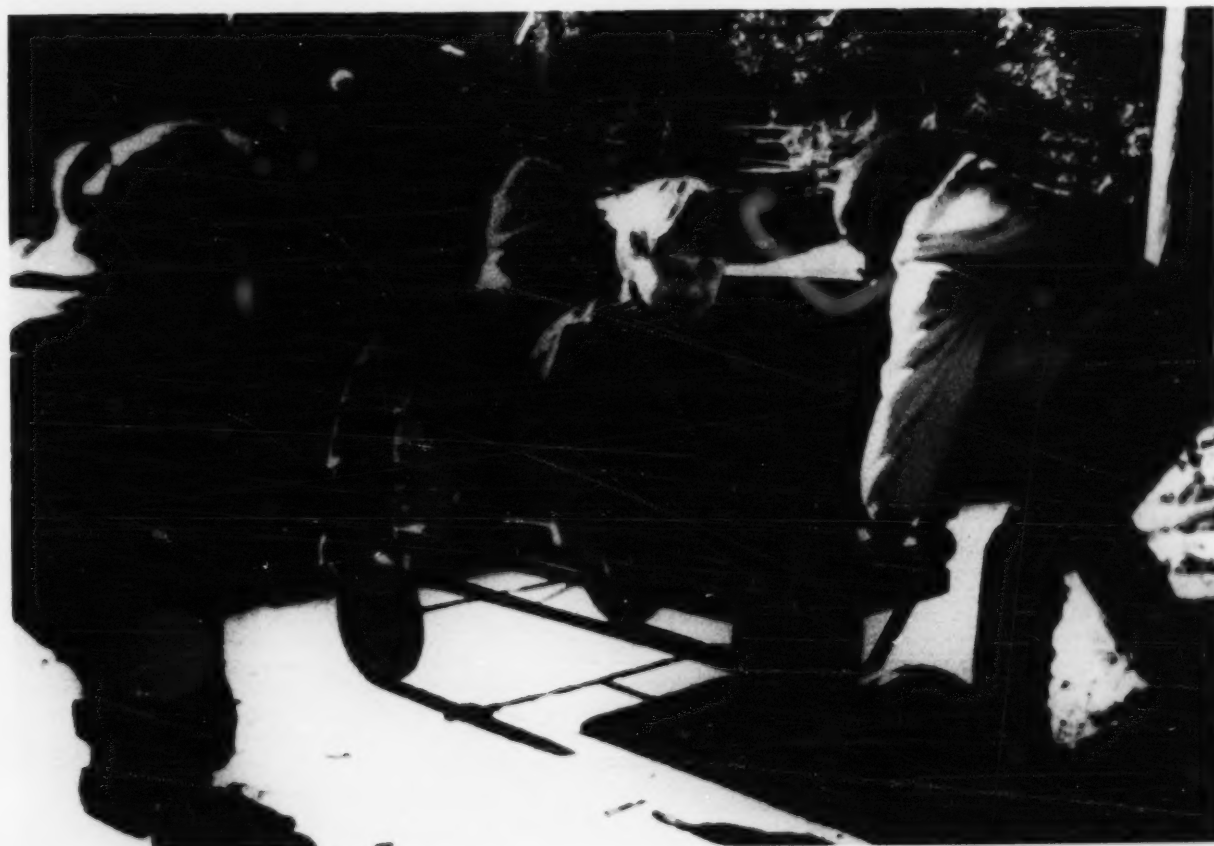
■ Provided leadership that enabled districts to develop county Unified Service Provider Plans (USPP) to facilitate the coordination of programs serving young children from low-income families.

✓ Division support and assistance resulted in the development of contractual relationships reflecting local community collaboration and coordination in recruitment plans, communication systems, cross-training and planning for program improvements.

■ Assisted Public School Preschool Programs in providing comprehensive child development services to children and families.

✓ Provided technical assistance to enable program compliance with Head Start Performance Standards as specified in Am. Sub. H.B. 152 by 1995.

■ Redesigned Head Start and Public School Preschool funding applications to reflect new priorities and statutory requirements of Am. Sub. H.B. 152 and the recommendations of the Governor's Head Start Task Force.



APPENDIX A

Division of Early Childhood Education 1994 Directory

Central Office Staff

65 South Front Street, Room 309
Columbus, Ohio 43215-4183
614/466-0224 • FAX: 614/728-2338

Jane Wiechel
Director

Karen Sanders
Assistant Director

Lisa Usselman
Office Manager

Mary Lou Rush
Assistant Director

Chip Geckeler
Consultant
Cathy Oriole
Consultant
Amy Felt
*Support Staff/Governor's
Office/LINCCS Project*

Sherry Summroell
Support Staff
Ellen Purchase
Consultant
Edna Kimm
Consultant
Sandy Miller
Consultant

Mary Peters
Consultant
Betty Sugarman
LINCCS Coordinator
Connie Sims
Support Staff
Patti Underwood
Support Staff

Regional Licensing and Program Development Offices

Region 1

Terry Morris – *Consultant*
Greg Garand – *Support Staff*

Region 2

Patsy Ciaciuch – *Consultant*
Tricia Gwinn – *Support Staff*

Region 3

Maggie Chiara – *Consultant*
Jamie Redden – *Support Staff*

Region 4

Grace Essex – *Consultant*
Connie Valc – *Support Staff*

Region 5

Linda Daniels – *Consultant*
Connie Sims – *Support Staff*

Region 6

Edith Greer – *Consultant*
Cheryl Markle – *Support Staff*

Region 7

Kim Carlson – *Consultant*
C.J. Dzierney – *Support Staff*

Region 8

Ann Gradisher – *Consultant*
Muriel Leanza – *Support Staff*

MR/DD Program

Carolyn Eubanks – *Consultant*
Melody Sexton – *Support Staff*

*Reflects staff as of June 30, 1994

APPENDIX B

Advisory Committee Members

Early Childhood Education and School Age Child Care Conference Planning Committee

This committee provides the Division of Early Childhood Education with thoughtful input to assist in the development of our annual conference. In addition to contributing to the development the conference theme, the advisory group evaluates participant feedback, identifies professional development needs, and evaluates presenter proposals and recommends speakers.

Goal 1 Subcommittee

This subcommittee assisted in tracking and reporting Ohio's progress in achieving the national education goal that states: By the year 2000, all children in America will start school ready to learn.

Head Start Disabilities Task Force

The task force was charged with forging a joint agreement between the federal Region V Administration for Children and Families the Ohio Department of Education, Division of Early Childhood to serve young

children with disabilities who are eligible for services under the Individuals with Disabilities Education Act (IDEA).

LINCCS Data Management Council

Comprised of state and local agency administrators and data managers, parents and project staff, this council provides the LINCCS management team with information and feedback with respect to project goals and objectives.

Ohio Head Start Budget Coalition

The coalition was formed to assist the Division of Early Childhood Education in making budget and policy recommendations for State-funded Head Start programs.

Standards Focus Group

This group was convened to provide direction and address issues related to the development of new Teacher Licensure and PreK-12 Performance Standards.

Connie Ackerman

Ohio Department of Education
Goal 1 Subcommittee

Lisa Adler

Elmwood Local Schools
Standards Focus Group

Nancy Barbour

Kent State University
Head Start Disabilities Task Force

Linda Barker

Ohio Head Start Association
Head Start Disabilities Task Force

Lisa Barnhouse

Hopewell SERRC
Standards Focus Group

Jerry Bean

Ohio Department of Human Services
LINCCS Data Management Council

Marilyn Beckman

Ohio Association of Elementary School Principals
Ohio Early Childhood Education and School-Age Child Care Conference Planning Committee

Michele Beery

Ohio Association for the Education of Young Children
Head Start Disabilities Task Force

Doris Bergen

Miami University
Standards Focus Group

Catherine Blount

Cuyahoga Community College
Standards Focus Group

Jo Bostic

Southwestern City Schools
Standards Focus Group

Deborah Bowen

Northern Ohio CA
Management Assistance Advisory Committee

Joyce Brannan

Ohio Department of Education
Ohio Early Childhood Education and School-Age Child Care Conference Planning Committee
Goal 1 Subcommittee

Elizabeth Bronsil

Xavier University
Standards Focus Group

Dan Brown

Ohio Department of Education
LINCCS Data Management Council

Susan Buckbee

Summit County Board of Education
Standards Focus Group

Mary Burns

Council on Rural Services
Management Assistance Advisory Committee
Ohio Head Start Budget Coalition

Kathy Capps

Ohio Department of Human Services
LINCCS Data Management Council

Toni Carr

Richland County Schools
Management Assistance Advisory Committee
Standards Focus Group

Lois Clark

Youngstown CAC
Management Assistance Advisory Committee

Lolita Clark

CMACAO Head Start
Management Assistance Advisory Committee

Advisory Committee Members - *continued*

- Laura Clemens**
Governor's Office
LINCCS Data Management Council
- Phil Cole**
Ohio Association of Community Action Agencies
Management Assistance Advisory Committee
Ohio Head Start Budget Coalition
- Jack Collopy**
Hamilton County Schools
Standards Focus Group
- Bev Conley**
Center for Special Needs
Head Start Disabilities Task Force
- Scotty Cooper**
Middletown Regional Hospital
LINCCS Data Management Council
- Keith Coss**
United Services for Effective Parenting
Goal 1 Subcommittee
- Caroline Coston-Robinson**
Center for Special Needs Populations
Management Assistance Advisory Committee
- Geralynn Crump**
Parent
LINCCS Data Management Council
- Moyra Culbertson**
King School
Standards Focus Group
- Laura Daniele**
Ohio Department of Mental Health
LINCCS Data Management Council
- Cliff Davis**
Ohio Department of Mental Health
LINCCS Data Management Council
- Phyllis Debnar**
Holmes County Board of Education
Head Start Disabilities Task Force
Standards Focus Group
- Lori Deeter**
Ohio Department of Health
Ohio Early Childhood Education and School-Age
Child Care Conference Planning Committee
- Rhonda Dickson**
Central Ohio SERRC
Ohio Early Childhood Education and School-Age
Child Care Conference Planning Committee
- Anne G. Dorsey**
University of Cincinnati
Standards Focus Group
- Barbara Dorsey**
Educational Services
Goal 1 Subcommittee
- Jan Dougherty**
Parent
LINCCS Data Management Council
- Linda Edwards**
Cleveland City Schools
Management Assistance Advisory Committee
- Linda Emery**
Hopewell SERRC
LINCCS Data Management Council
- Diane Enama**
New Philadelphia Schools
Standards Focus Group
- Barbara Ensor**
Pilasco Ross SERRC
Standards Focus Group
- Mollie Fender**
Guernsey County Board of Education
Standards Focus Group
- Missy Francis**
Ohio Department of Human Services
Ohio Early Childhood Education and School-Age
Child Care Conference Planning Committee
- Mary Jane Frank**
Ohio Department of Human Services
- Sandy Frisch**
Lucas County Board of Education
Standards Focus Group
- Joe Geeslin**
Cincinnati Health Department
LINCCS Data Management Council
- Lynn Giljahn**
Ohio Department of Health
LINCCS Data Management Council
- Yvette Givand**
Central Ohio SERRC
Head Start Disabilities Task Force
- Dorothy Goldsmith Jansma**
Central Ohio SERRC
Ohio Early Childhood Education and School-Age
Child Care Conference Planning Committee
Management Assistance Advisory Committee
- Steve Graves**
Ohio Department of Education
LINCCS Data Management Council
- Terry Griner**
Ohio Department of Health
LINCCS Data Management Council
- Dave Hammer**
Nisonger Center
Standards Focus Group
- Earnestine Hargett**
Ohio Coalition for the Education of
Handicapped Children
Head Start Disabilities Task Force
Standards Focus Group
- Barb Haxton**
Ohio Head Start Association
Head Start Disabilities Task Force
Management Assistance Advisory Committee
Ohio Head Start Budget Coalition
Standards Focus Group
- Shelley Heekin**
NEC*TAS
Head Start Disabilities Task Force
- Hap Hinkle**
Ohio Department of MR/DD
Head Start Disabilities Task Force
Ohio Early Childhood Education and School-Age
Child Care Conference Planning Committee

Advisory Committee Members - *continued*

Barb Hogan

Childhood League Center
Standards Focus Group

Nancy Hultz

North Central Technical College
Standards Focus Group

Walter J. Hull

Ohio Department of Alcohol and Drug Addiction
Services
LINCCS Data Management Council

Cynthia Johnson

Ohio Department of MR/DD
LINCCS Data Management Council
Standards Focus Group

Larry Johnson

University of Cincinnati
LINCCS Data Management Council
Standards Focus Group

Debbie Pack-Jones

Miami Valley SERRC
Head Start Disabilities Task Force

Rebecca Kantor

The Ohio State University
Management Assistance Advisory Committee
Ohio Early Childhood Education and School-Age
Child Care Conference Planning Committee
Standards Focus Group

George Khoury

Ohio Department of Education
LINCCS Data Management Council

Dale Kistler

Allen County Board of Education
Management Assistance Advisory Committee

Betsy Korhnak

Child Care Resource Center
Management Assistance Advisory Committee

Bruce Kramer

South Western SERRC
Head Start Disabilities Task Force

Maggie LaMontagne

University of Cincinnati
LINCCS Data Management Council

Freddie Larsen

WSOS Community Action
Management Assistance Advisory Committee

Sandy Laurenson

Ohio Department of Education
Goal 1 Subcommittee

Donna Lord

Parents as Teachers
Goal 1 Subcommittee

Rebecca Love

Franklin County Board of MR/DD
Standards Focus Group

Cleo Lucas

Canton City Schools
Head Start Disabilities Task Force

Sulura J. Mabry

CDC of Franklin County
Head Start Disabilities Task Force
Ohio Head Start Budget Coalition
Ohio Early Childhood Education and School-Age
Child Care Conference Planning Committee

Pat Martin

Butler County Watch
Management Assistance Advisory Committee

Betty Mason

Chauncey Elementary
Standards Focus Group

Kathy Matteson

Butler County Board of Education
Standards Focus Group

Greg Matthews

Ohio Department of MR/DD
LINCCS Data Management Council

Roger McCauley

Corporation for Ohio Appalachian Development
Management Assistance Advisory Committee
Ohio Head Start Budget Coalition

Suzanne McFarland

University of Toledo
Standards Focus Group

Karen McMillon

Marietta Memorial Hospital
LINCCS Data Management Council

Barcy McNeal

Ohio Department of Human Services
Standards Focus Group

Ike Mgbatogu

Ohio Department of Health
LINCCS Data Management Council

Ruth Metcalf

State Library of Ohio
Goal 1 Subcommittee

Becky Millsap

Parent
LINCCS Data Management Council

Lisa Moore

Cincinnati City Schools
Standards Focus Group

Marcia Morgan

Innis Elementary
Standards Focus Group

Anita M. Murray

Ohio Department of Youth Services
LINCCS Data Management Council

Mary Ellen Murray

Ohio Department of Education
Ohio Early Childhood Education and School-Age
Child Care Conference Planning Committee

Ed Orlett

Orlett & Associates
Management Assistance Advisory Committee
Ohio Head Start Budget Coalition

Advisory Committee Members - *continued*

Cindy Oser

Ohio Department of Health
Head Start Disabilities Task Force
LINCCS Data Management Council
Standards Focus Group

Donna Owens

Ohio Coalition for the Education of
Handicapped Children
Goal 1 Subcommittee
Head Start Disabilities Task Force

Nancy Parsells

Ohio Head Start Association
Head Start Disabilities Task Force
Management Assistance Advisory Committee
Ohio Early Childhood Education and School-Age
Child Care Conference Planning Committee

Robert Patton

Tri-County CA
Management Assistance Advisory Committee

Tony Payton

Ohio Department of Health
Goal 1 Subcommittee

Debbie Peet

Cleveland Heights/University Heights Schools
Standards Focus Group

Laura Pernice

Ohio Department of Education
Goal 1 Subcommittee

Jennifer Peters

Pickaway County
LINCCS Data Management Council

Jan Pfister

Ohio Department of Health
LINCCS Data Management Council

Leslie Porter

Knox County Head Start
Head Start Disabilities Task Force

Jim Quilty

Hetro Health System
Goal 1 Subcommittee

Mark Real

Children's Defense Fund
Ohio Head Start Budget Coalition

Flo Reinmuth

Action for Children
Ohio Early Childhood Education and School-Age
Child Care Conference Planning Committee

Mary Richter

WGTE Television
Management Assistance Advisory Committee

Susan Rohrbough

Governor's Office
Head Start Disabilities Task Force
LINCCS Data Management Council
Management Assistance Advisory Committee
Ohio Head Start Budget Coalition
Standards Focus Group
Ohio Early Childhood Education and School-Age
Child Care Conference Planning Committee

Colleen Romito

Ohio Department of Human Services
Ohio Early Childhood Education and School-Age
Child Care Conference Planning Committee

Cathy Runyan

Ohio Family & Children First
LINCCS Data Management Council

Elizabeth Ruppert

Medical College of Ohio
Goal 1 Subcommittee

Diane Sainato

The Ohio State University
Ohio Early Childhood Education and School-Age
Child Care Conference Planning Committee
Standards Focus Group

Gail Schauerte

Hamilton County Board of Education
Management Assistance Advisory Committee
Ohio Early Childhood Education and School-Age
Child Care Conference Planning Committee

Kathy Schindler

Ohio Department of Education
Head Start Disabilities Task Force

Phyllis Schueler

Summit Country Day School
Standards Focus Group

Bernice Smith

Columbus City Schools
Management Assistance Advisory Committee
Standards Focus Group

Gene Smith

Butler County Schools
Standards Focus Group

Robert Snyder

Central Ohio SERRC
Ohio Early Childhood Education and School-Age
Child Care Conference Planning Committee

Sherry Sowerby

Lakeland Community College
Standards Focus Group

Mike Spino

Office of Budget & Management
Ohio Head Start Budget Coalition

Vicki Stecklin

Great Lakes Regional Access Project
Head Start Disabilities Task Force

Dora Sterling

Ohio Department of Human Services
Linccs Project Data Management Council

Debbie Stokes

Ohio Department of Health
Goal 1 Subcommittee

Chris Stoneburner

Children's Defense Fund
Standards Focus Group

Betty L. Sugarman

LINCCS Project
LINCCS Data Management Council

Advisory Committee Members - *continued*

William Sullivan

Region V Head Start
Head Start Disabilities Task Force

William Swearingen

Pleasant Hill Elementary
Management Assistance Advisory Committee

Dennis Sykes

The Ohio State University
Management Assistance Advisory Committee

Cheryl Taylor Sims

Ohio Department of Human Services
LINCCS Data Management Council

Alex Thomas

Miami University
Standards Focus Group

Marilyn Waggoner

Butler County Board of Education
Standards Focus Group

Jody Wallace

Central Ohio SERRC
*Ohio Early Childhood Education and School-Age
Child Care Conference Planning Committee*

Ralph Waltman

Stark County Board of Education
Management Assistance Advisory Committee

Elaine Ward

Comp Community Child Care
LINCCS Data Management Council

Roger Ward

Hamilton County Children Services
LINCCS Data Management Council

Carol Ware

Ohio Department of Human Services
Goal 1 Subcommittee

Barbara Weinberg

Ohio Department of Health
LINCCS Data Management Council

Kim Whaley

OAEC
Goal 1 Subcommittee

Robin White

Vocational & Career Education
Goal 1 Subcommittee

Kathryn Williams-Palmer

Ohio Department of Alcohol & Drug Addiction
Services
Management Assistance Advisory Committee

Cathy Wilson

Ohio Department of MR/DD
Goal 1 Subcommittee

Donna Wood

Ohio Department of MR/DD
LINCCS Data Management Council

Tom Yates

Berea City Schools
Standards Focus Group

APPENDIX C
**ECE Units and Funds Distributed by County for Pre-School, Special Education,
Public School Pre-School, School-Age Child Care and Early Identification**

County	Preschool Special Ed. State Units - # (1)	Public School Preschool State \$ (2)	School-Age Child Care State and Federal SACC \$ (3)	Early Identification State \$ (4)	Preschool Disability Federal \$ (5)
Adams	3.61	\$133,120			
Allen	9.7			\$10,000	\$50,184
Ashland	11.43				34,884
Ashtabula	11.38				77,724
Athens	13.5	513,934			34,272
Auglaize	7				27,540
Belmont	5.35	78,762			37,332
Brown	3	181,247			13,464
Butler	28.2	92,800			65,484
Carroll	3.19				26,316
Champaign	9.61	169,546			40,392
Clark	25.16			2,335	111,996
Clermont	18.95	175,000			77,724
Clinton	9.18				64,872
Columbiana	9.87			9,162	63,648
Coshocton	5.09	111,837	\$19,360	4,000	25,704
Crawford	7.56	304,615		10,000	23,256
Cuyahoga	131.84	1,548,024	40,000	20,000	962,676
Darke	11.5	193,794			25,704
Defiance	9.7				33,048
Delaware	11.57		39,249		50,796
Erie	13.1	492,926	19,910		63,648
Fairfield	11.35	255,795			29,988
Fayette	3.24				22,032
Franklin	139.2	1,525,728	8,741	2,450	297,432
Fulton	6.4	211,450			22,032
Gallia	7.24			10,000	55,080
Geauga	14.55	122,322			32,436
Greene	17.44				75,888
Guernsey	9.16				41,616
Hamilton	57.74	630,522			376,992
Hancock	10.78				29,376
Hardin	6.52	207,235			24,480
Harrison	7.36			10,000	7,344
Henry	10.72	14,888	13,486		11,628
Highland	1.53	23,634	20,000		4,284
Hocking	2				7,956
Holmes	5.36	58,000			31,212
Huron	19.12	2,090,717		10,000	90,576
Jackson	7.98	226,450			26,928
Jefferson	13.16	1,303,929	40,000		74,052
Knox	9.66	413,078			34,884
Lake	26.96	313,931		10,000	123,012
Lawrence	10.08	272,165			58,140
Licking	18.57	188,124			34,272
Logan	9.82	62,965		4,000	26,316
Lorain	36.99	309,890	20,000		178,092
Lucas	43.6	584,207		10,000	392,904
Madison	13.8	239,257			20,196
Mahoning	29.76	182,428		9,939	148,716
Marion	16.92	101,760			59,976
Medina	13.05	346,228			96,696
Meigs	3.43				18,360
Mercer	5.79	79,124			57,528
Miami	11.92	129,763	16,328		69,156
Monroe	2.12				1,224

County	Preschool Special Ed. State Units - # (1)	Public School Preschool State \$ (2)	School-Age Child Care State and Federal SACC \$ (3)	Early Identification State \$ (4)	Preschool Disability Federal \$ (5)
Montgomery	54.5	\$1,750,966	\$56,048		\$332,316
Morgan	3.02				16,524
Morrow	4.71				20,808
Muskingum	14.9	601,018	59,817		50,184
Noble	1				15,300
Ottawa	7	326,738		\$10,000	23,256
Paulding	6.62			9,941	33,048
Perry	5.44	682,260	20,000		33,048
Pickaway	5.96				15,912
Pike	4	345,622	14,209		12,240
Portage	18.73	364,240	15,176		100,980
Preble	2.64	147,830			13,464
Putnam	9.6	602,047	29,105	10,000	33,660
Richland	24.97	413,765			73,440
Ross	5.37	491,041			7,344
Sandusky	13.59	396,075		10,000	36,720
Scioto	10.01				29,376
Seneca	15.72	371,905	30,911	10,000	82,008
Shelby	7.7				22,032
Stark	53.52	1,311,159	20,000	8,173	338,072
Summit	42.82	1,546,555		20,000	331,704
Trumbull	19.81	173,789	19,643		109,548
Tuscarawas	14.39	201,316			57,000
Union	5.62		19,017		14,076
Van Wert	10.38	99,137	40,000		26,316
Vinton	3	292,512			15,912
Warren	6.47	59,643	8,000		42,228
Washington	5.54				11,400
Wayne	13.56	893,687	20,000		111,996
Williams	7.59				22,032
Wood	19.72	1,131,852			44,064
Wyandot	2.57				15,912
	1,383.28	\$26,122,352	\$589,000	\$200,000	\$6,583,388

- (1) Number of State funded Preschool Special Education Units allocated as of February, 1994. The funding level for each unit varies depending on the teacher's placement on the State Minimum Teacher Salary Schedule.
- (2) Amount of State funded 19-month grant awards for FYs 1994-95.
- (3) Amount reflects State and federal dollars that were distributed for FYs 1994-95.
- (4) Amount reflects State dollars that were distributed for FYs 1994-95.
- (5) Amount reflects entitlement levels by school district; actual grant awards were made for FY 94 to individual school districts or consortiums for which school districts or county boards of education serve as fiscal agent.

ECE Funds Distributed by County for Head Start*

County	Grand Total	County	Grand Total
Adams, Brown	\$ 456,545	Highland	\$ 225,012
Allen	968,481	Jackson, Vinton	634,533
Ashland, Holmes	95,760	Jefferson	732,188
Ashtabula	1,884,900	Knox	180,880
Athens, Hocking, Perry	1,331,293	Lake, Geauga	622,440
Auglaize, Darke, Greene, Miami, Van Wert, Champaign, Logan, Shelby	1,912,535	Lawrence	626,868
Belmont	857,780	Lorain	2,831,828
Butler	1,385,994	Lucas	3,415,440
Clark, Madison, Montgomery	4,647,665	Mahoning	1,459,296
Clermont	522,839	Mahoning	2,608,320
Clinton	229,350	Marion, Crawford	970,278
Columbiana	1,039,991	Mercer	54,440
Coshocton	90,440	Montgomery	2,666,988
Cuyahoga	6,369,930	Morrow, Richland	1,219,728
Cuyahoga	8,324,416	Muskingum	832,019
Defiance, Fulton, Henry, Paulding, Williams	175,560	Ottawa, Sandusky, Seneca, Wood	1,610,407
Delaware, Licking, Union	1,232,438	Pickaway	90,440
Erie, Huron	1,192,550	Pike	177,680
Fairfield	526,567	Portage	539,864
Fayette	288,852	Preble	207,480
Franklin	6,851,527	Ross	261,952
Franklin	3,941,755	Scioto	542,975
Gallia, Meigs	255,360	Stark	2,375,332
Guernsey, Monroe, Noble	560,687	Summit	3,164,303
Hamilton	3,504,375	Trumbull	2,315,144
Hamilton	3,807,003	Warren	193,404
Hancock, Hardin, Wyandot, Putnam	127,680	Washington, Morgan	254,848
Harrison, Carroll, Tuscarawas	993,189	Wayne, Medina	387,358
			584,776,907

* Amount allocated from January 1994 to July 1995.

State Board of Education

Name	District
Oliver Ocasek, President	7
Virginia Milner Purdy, Vice President	10
Virginia E. Jacobs	1
Martha W. Wise	2
John W. Griffin	3
Judi Hahn	4
Anita M. Tighe	5
Marie S. Pfeiffer	6
R. Arline Smith	8
Mary Goodrich	9
Virgil E. Brown, Jr.	11

Ohio Department of Education

Ted Sanders
Superintendent of Public Instruction

John M. Goff
Deputy Superintendent of Public Instruction

Jane M. Wiechel
Director, Division of Early Childhood Education

Karen E. Sanders
Assistant Director, Division of Early Childhood Education

Mary T. Peters
Consultant, Division of Early Childhood Education

'The mission of the Ohio Department of Education ...

Is to define the results to be sought from the education enterprise and provide leadership in transforming systems to assure continuous improvement in educational results and delivery of services from the education enterprise in every school and community in the state.

To this end, the Department must continually:

- 1. assess the condition of education in Ohio;*
- 2. identify areas in need of improvement;*
- 3. assess the adequacy of state policy and programs for meeting the needs identified; and*
- 4. devise appropriate policies and programs to address needs when current state policy or programs are determined to be inadequate.*



Mission Statement
Ohio Department of Education

The Ohio Department of Education does not discriminate on a basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services.

Information within this publication
of the State Board of Education and The Ohio Department of Education
represents policy of the State Board.



early childhood education
"education begins with life"

Ohio Department of Education
Division of Early Childhood Education
65 S. Front Street, Room 309
Columbus, OH 43215-4183